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ABSTRACT

A project to institute a quality program of music and art education in the public elementary schools of six schools systems in Dodge County, Georgia is evaluated for the school year 1968-69. Each of the project's 15 objectives are stated and then are followed by a discussion of how well and to what degree the objective was realized during the year. Statistical data are presented of the following tests and questionnaires administered: Music Achievement Test, Music Workshop, Music Questionnaire, Art Test, Art Workshop, and Art Questionnaire. (DB)

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BESE Title III

Cultural Enrichment Project

EVALUATION OF PROJECT ACTIVITIES

DODGE COUNTY BOARD OF EDUCATION
EASTMAN, GEORGIA

ED054184

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The Dodge County Board of Education received a grant in June, 1967, to develop a fine arts program. The grant was approved under Title III of the Elementary and Secondary Education Act of 1965, P. L. 89-10. The objective of the "Cultural Enrichment Project" is the institution of a quality program of music and art education in the public elementary schools of six school systems.

This project has two distinct areas of emphasis: a demonstration phase and an in-service education phase. The three demonstration schools demonstrate how a full program of art and music can be worked into a school curriculum. All three demonstration schools are located in Dodge County. The in-service education phase reaches the teachers and students of five other school systems through consultative help and workshops.

The Title III staff has become thoroughly involved in the civic life of the community. They have affiliated with local churches and have performed numerous times for church and civic organizations. Some have become involved in the local Little Theater and several other community projects.

The music staff has become involved in state and national professional organizations. Several attended meetings of the Georgia Education Association, the Georgia Music Education Association, and the southern meeting of the Musical Educators National Conference.

The music supervisor has served on the State Music Curriculum Revision Committee and attended the USOE-MENC Pre-Conference Research Training Conference in Mobile, Alabama.

The art staff also became deeply involved in state and national professional organizations. Several attended meetings of the Georgia Art Education Association in Atlanta and Waycross and the Georgia Education Association. Two teachers attended the National Art Education Association convention in New York City.

The art supervisor served on the State Art Curriculum Revision Committee. She also worked on an advisory committee to rework GAEA organization.

The narrative portion of this evaluation is built around the project's objectives as stated in the 1968-69 grant application. Each objective is stated and then followed by a discussion of how well and to what degree the objective was realized during the 1968-69 school year.

Objective:

1. To supply personnel, materials, and equipment in such amounts and of such quality as to provide music and art education for elementary students that is comprehensive, diversified and of high quality.

This year, for the first time, the project operated with a full staff of art and music personnel. This included a project director; an art supervisor; a music supervisor; three art specialists and two music specialists, each assigned full time to schools in the demonstration area; two art teacher-consultants and two music teacher-consultants who worked with students and classroom teachers in the other project schools; and a string teacher who worked in the three demonstration schools. A music specialist provided by Title I funds worked full time in the demonstration school not staffed by Title III. This person worked closely with the Title III staff and was supervised by the Title III music supervisor.

The demonstration schools have been well equipped with basic art and music materials for use by the specialists and for use on a check-out basis by classroom teachers. The teacher-consultants have been provided with basic materials and equipment which they carry with them, to the schools they serve. The project is beginning to acquire a library of supplementary materials and equipment including books, filmstrips, recordings, and prints. These materials will further improve the effective use of the basic materials that have already been provided.

2. To encourage students to use the fine arts as an area for leisure time activity and to recognize individual artistic expression in these areas.

Through classroom activities the teachers have been trying to emphasize and demonstrate the place of music and art as an out-of-school, leisure time activity. The fact that progress was made in this direction was confirmed by responses to attitude questionnaires administered at the end of the school year. The questionnaires were administered to students in the demonstration schools, grades 5-8.

Of 729 student responses, 70% expressed the feeling that their school music classes had helped them in their church, club, and other out-of-school activities. This figure showed a 6% increase in positive response to the same question asked at the end of the 1967-68 school year.

52% of the students indicated that they would like to take private music lessons, while only 30% indicated that they had taken private music lessons.

Students indicated that they listened to music on a radio or record player an average of 2.09 hours per day.

There was an 18% increase in the number of students attending concerts outside of school this year, while the number checking out recordings and music books decreased 5%.

Of 789 student responses to the art questionnaire, 36% reported that they had completed an art project on their own, outside of school, during the year. 27% said they had checked books about art out of the library during the year.

57% indicated that they had visited art museums or art exhibits other than school exhibits. 54% said they would be interested in taking private art lessons.

3. To teach students basic music and art skills.

Due to a lack of standardized art tests, objective data concerning art skills and competencies acquired was difficult to obtain. A local art test was constructed to measure these skills and understandings. Next year this test will be used on a pre-postest basis and statistical significance can be determined. This year the test was used on a pilot basis; therefore, the data cannot be compared to any norm or standardized sample. A description of the instrument follows. Data obtained is included in the statistical section of this report.

I. Description:

This test was designed to be used as part of the criteria with which to evaluate the operation of the art phase of the Title III grant for the school year 1968-69. The locally constructed test does not reflect the results of the entire program; it is only one instrument that can be utilized in this type of evaluation. The test was administered to all students in the pilot project area in grades 6 and 7. (The pilot project area involves 3 elementary schools). The choice of grade levels was due to the follow through for next year and the fact that most of these students had been involved in the first two years of project operation. The written test utilized art subject matter encountered, or possibly not encountered, in the classroom situation. Strong emphasis was placed on terminology, basic fundamentals, recognition of certain principles and art activity experiences. Certain questions

were included with which the student was perhaps totally unfamiliar. This is a basis for administering the test again next year.

II. Construction of Instrument:

In approaching the formulation for the instrument used, certain art basics and art fundamentals were included. It involved the testing of concepts, knowledge and awareness to the art classroom atmosphere, and exposure, in and out of school, to art education.. The test was restrictive in that no art project or activity of a manipulative nature was employed. It was intended to measure the progress of the students tested over a two-year period through art experiences and activities, exposure to visuals, art history, and other encounters and involvements in the area of art.

III. Objectives:

1. Concept of
   a. shading - light and dark contrast
   b. two and three dimensional
   c. use of elements, principles and fundamentals

2. Knowledge of Terminology and Fundamentals
   a. recognition of media types
   b. recognition of procedures and activities, e.g. crayon reverse, relief, print making etc.

3. a. shapes
   b. textures
   c. color
   d. composition
   e. spatial relationships
   f. art history

IV. Content

Certain basic terminology for areas of study which the art students encountered throughout the art program was included. Elements, principles, and artists and their works were included in the form of multiple choice questions, each having four selections, as well as sections of matching words; e.g., clay-pottery, yarn-stitchery, knotting-macrame, line-drawing. Drawings were left blank for shading, with directions stating where the light was coming from.

V. Validity

The actual judgement of validity on a test of this nature will not be determined until it is again administered to the same students. Certain students were not able to involve themselves in the test due to extreme reading difficulties.

Because perceptual awareness is difficult to measure, a written test may possibly indicate or not indicate a student's understanding or absorption of information.

Richard Colwell's Music Achievement Test, Parts I and II, was administered to determine students' command of basic musical concepts. The Music Achievement Test is designed to provide an accurate measurement of achievement for some of the most important objectives of the elementary music program. The skills measured by MAT are essential to all music programs regardless of emphasis.

Test I of MAT measures a student's pitch discrimination, interval discrimination, and meter discrimination.

Test II of MAT measures a student's auditory-visual discrimination, feeling for tonal center, and major-minor mode discrimination.

The MAT was administered to students of grades 5-8 on a pretest-posttest basis. The tests were scored by the Council for Research in Music Education at the University of Illinois. Raw statistical data was also provided, from which levels of statistical significance were calculated.

Posttest results were significantly better than pretest results. Significance between pre and posttest results for Test I was beyond the .001 level of confidence. Significance between pre and posttest results for Test II was calculated at the .001 level of confidence.

A detailed statistical description is included.

4. To make available and encourage participation in fine arts activities among students and community members.

More attention was given to encouraging student participation in school, school-related, and out-of-school music and art activities than in the previous year. Music specialists in two of the demonstration schools organized school choruses on an after school, voluntary basis. These choruses performed for several school PTA meetings and performed for the Eastman Lions Club. One of the teacher-consultants helped primary grade students with a musical PTA program. The other consultant coached a boys quartet. Art teachers helped students with art projects to be used in other subject areas.

Several musical concerts and art exhibits were held during the school year for students and for community members. In one exhibit, artists in the Eastman area were invited to show their works. These are discussed in detail under objective 7.

Student response to the music questionnaire revealed that 91% of students would like to hear more outside musical groups and performances, an increase of 11% over last year's responses. 55% indicated that they would like to take part in musical performances. This was an 8% increase. 40% of the students indicated that they sang in a church choir.

Response to the art questionnaire showed that 53% of the students would like to have more art lectures. 47% indicated that members of their families involved themselves with art activities.

5. To provide opportunities for students in performance and/or in-depth study in specialized areas of the arts.

The string program, begun in the 1967-68 school year, continued to grow this year. At the end of the year, there were 55 students in the demonstration schools taking lessons on violin, viola, cello, or string bass. These students received one lesson per week in groups of no more than 3 pupils. In this way the string students almost had a private lesson situation with the teacher.

Several members of the Title III music staff have started giving private lessons in the various performing areas in which they are specialists. Art teachers helped and encouraged students to complete in-depth projects for use in other school subjects for science and social studies fair projects.

30% of the students questioned said they had taken music lessons while 52% said they would like the opportunity to take lessons privately.

27% of the students questioned said they had taken art lessons while 54% said they would like the opportunity to take lessons privately.

6. To provide opportunities for students to perform music and display art works.

During the school year several school musical groups had opportunities to perform publicly. The choruses at the demonstration schools performed at several PTA meetings and for a civic club meeting. One string student played a violin solo in a school assembly program. In one of the demonstration schools several classes "performed" musical plays in their classrooms. Although these were not presented publicly, it gave the students opportunities to perform.

Students had many opportunities to exhibit their art works during the course of the year. Art work was always displayed in school corridors and art rooms and was changed regularly. A formal exhibit of student work was hung in the foyer of one of the schools during a presentation by the Eastman Little Theater. Student art works were hung in the lobby of Dodge County High School in April during the Spring Fine Arts Festival.

Exhibits of student work in this area were exchanged with exhibits of student work from Spartanburg, South Carolina, city schools; Gwinett County, Georgia, schools; and the Northeast Georgia Instructional Services Unit, Cleveland, Georgia.

In seven schools in one county, the art teacher-consultant rotated exhibits of student's work, grades K-3, done in these schools.

7. To provide opportunities for students and the community to see and hear performances, art exhibits, lectures, and other evidence of artistic interpretation.

During this school year several concerts were scheduled for students and adults.

In November, Dr. Robert Wolfersteig of Georgia College at Milledgeville presented an evening organ concert at the Eastman First Baptist Church. This was attended by approximately 125 people, mostly adults. Reaction to the concert was surprising. Members of the audience expressed a desire for more concerts. Comments included "we want more of this kind of thing", and "We've got to do this again".

The next concert was in January when Joe Buffaloe, a music specialist in the project, presented a vocal concert. This concert, also an evening performance, was held at the Eastman First United Methodist Church. It was attended by approximately 150 persons. Reaction was again very favorable, especially to more concerts by Title III staff members. The fact that the project was allowed to use the facilities of the two churches indicates a degree of public support for the project.

In April the AFRES Band of Robins AFB, Georgia, gave two performances. In the afternoon the band performed in the Dodge County High School Gymnasium for an audience of 1,300 students, including the high school student body and students of 6 surrounding schools who were bussed into the area.

The band also gave an evening performance for the general public. It was attended by over 600 people from Eastman and nearby towns. These concerts were a part of the project's spring fine arts festival.

In May the Georgia State College Brass Ensemble gave performances for the student bodies of the demonstration schools. Approximately 800 students heard these performances.

Art exhibits were scheduled throughout the year for viewing by students and adults. These exhibits were hung in a variety of locations and were well attended.

In November, an exhibit, Paintings by Children of Many Lands, was rented from the Smithsonian Institute in Washington, D. C. This exhibit was hung in the Eastman Elementary School Library. It was attended by approximately 900 students and adults. On Sunday, December 1, an open house was held at the school to give adults an opportunity to view the exhibit.

An exhibition of Dodge County Student Art Work was shown at a December production presented by the Eastman Little Theater. About 1,000 persons viewed this exhibit.

A collection of Modern Japanese Prints was scheduled in December through the courtesy of Hunt Manufacturing Company, Philadelphia, Pennsylvania. Exhibited at Peabody High and Elementary school, this collection was seen by about 850 persons.

In January an exhibit of Dodge County student works was exchanged for an exhibit of Children's Art Work from the Spartanburg, South Carolina, City School System. The exhibit was shown in the Eastman Elementary School Library. It was seen by an estimated 800 persons.

Another exhibit exchange was arranged with Gwinnett County, Georgia. The works from Gwinnett County were exhibited in February at Eastman Elementary School. About 600 students viewed this exhibit.

A Traveling Art Exhibit from the University of Georgia was hung at the Bank of Eastman in April. These were examples of art works by University of Georgia students. Approximately 500 adults saw this exhibit.

During and after the April Fine Arts Festival, an exchange exhibit of Children's Work from the Northeast Georgia Instructional Services Unit, Cleveland, Georgia, was shown at Dodge County High School. Along with this were shown art works by Title III art teachers and other local artists as well as student works by Dodge County children. This exhibit was viewed by an estimated 1,800 persons, both students and adults.

8. To compare the relative merits of different ways of organizing and scheduling fine arts teaching.

The "Cultural Enrichment Project", in the role of "Change Agent" has functioned in the area pertaining to the organization and scheduling of fine arts teaching with greater success possibly than any other area.

Administrators agreed to take the first big step and change their schedules. This in itself was a major accomplishment, considering that no such change had taken place in many years. The procedure had been to schedule for the convenience of the teachers rather than for the benefit of the child. Three schools moved from a six period schedule to a seven period schedule.

One school continued experimentation with its scheduling and moved toward a "modular type" schedule. This was an attempt to allot only the amount of time absolutely necessary to each subject matter area rather than continue with the more traditional method of allotting 50 to 60 minutes a day to each subject. The schedule, when completed, resembled a "patch-work" quilt. Large blocks of time were allotted to some subject areas on a daily basis while other areas of the curriculum received only small time blocks or maybe larger blocks on alternate days.

This schedule, of course, has many advantages such as: greater amounts of time in subject areas where projects are being conducted (e.g. social studies, science, art, school paper, school annual, etc.); students do not get in a "rut" with the same daily routine; each day offers something different at a given time; there is an opportunity for children to take field trips, teachers are forced

to change their method of lesson presentation for the varying lengths of the class periods; a renewed emphasis has been placed on physical education with a more proper attitude toward athletics; there is more subject matter correlation now than ever before. With all the advantages of this "Modular Type" schedule, there were, however, some disadvantages. It was rather difficult for the children and teachers to adjust to this drastic change in the schedule; school programs and assemblies reduced the number of class sessions per week; this was particularly bad if those classes which regularly met only three or four time weekly were interrupted.

While one school chose to venture into a more complex type of scheduling, two schools continued operating with the initial schedule change. This first change to the seven period school day benefited the schools in the following manner:

1. Created more flexibility in the schedule.
2. Allowed cross-grade grouping in reading.
3. Permitted ability grouping in math classes.
4. Gave children a choice of various activities such as band, orchestra or chorus.
5. Gave classroom teachers free time for planning, grading papers or simply resting.
6. Simplified the problem of scheduling personnel who taught in more than one school.
7. School administrators were able to offer a variety of "non-academic" subjects.
8. Helped schools meet standards established by the Georgia State Department of Education.
9. Provided activities and projects for children who otherwise would never have had such an opportunity.
10. Helped reduce the class size, which in turn helped teachers to identify gifted students as well as problem students.
11. The flexibility that comes from increasing the number of class periods per day also provided a greater opportunity for students to participate in various school activities.

To determine the most effective method of lesson presentation, the role of Teacher-Consultant was established. The contrasting role was that of area specialist. The teacher-consultant was used only in schools outside the demonstration area of Dodge County. The teacher-consultant visited every elementary school in each school system a minimum of once each week. The regular classroom teacher was asked to remain in the classroom during the time of the music or art lesson. Each visit was followed up with instructions, suggestions and plans for the regular classroom teacher to continue the work of the teacher-consultant between visits.

Prior to the establishment of this project, it was our belief that one method of teaching would be predominant. However, because of the unique situations in which the two type of teaching were employed, it has been found that the need for both approaches exists. Therefore, we cannot say that one method is superior to the other, for both have been effective and have filled a definite need.

9. To help administrators and teachers become more familiar with the fine arts as an important area of the total curriculum.

This year progress has been made in showing administrators and teachers the place of the music and art programs in the school curriculum. At the beginning of the year, the music and art supervisors made four talks to groups of classroom teachers and other subject area specialists about coordinating and correlating music with the other fields of study.

The music and art supervisors also conducted meetings in 6 schools for the purpose of developing curriculum guides in music and art for those schools. These meeting were attended by elementary classroom teachers. Through these meetings, an attempt was made to outline the place of music in the school program.

Workshops and in-service meetings also provided an opportunity for stressing the importance of music as a part of school activities. Parts of workshops were devoted to discussions of the philosophies of music and art education.

In September the art supervisor spoke to a meeting of the Eastman Pilot Club. She described the Title III art and music program.

During the course of the year, several of the art and music teachers presented programs to PTA and other civic groups describing phases of the Title III project.

10. To afford opportunities for the adult population of the community to see and hear student artistic endeavors.

The major opportunity for adults to hear students perform was at school PTA meetings. Several groups of students sang for meetings of the PTA in the demonstration schools. One school chorus also performed for a meeting of the local Lions Club.

Adults had a variety of opportunities to see student art works. These were displayed in the schools and adults attending such school functions as open house, and PTA meetings had the opportunity to view these works. Other exhibits in which adults were exposed to student art works are described in detail under objectives 6 and 7.

11. To provide opportunities for in-service education of teachers through workshops, faculty meetings and consultative services.

Numerous opportunities for in-service music training were provided this year. In October, Dr. Frank Crockett, the State Music Consultant, conducted an all day music workshop, consisting of 2 sessions, for teachers of grades K-5. A total of 30 classroom teachers attended this workshop.

In December, Miss Judy Havely, Music consultant for Allyn & Bacon Publishers, conducted 2 days of demonstration lessons for classroom teachers of grades K-3. Miss Havely conducted a demonstration class in each of 6 schools. A total of 60 classroom teachers observed these demonstrations.

Dr. Charles Calkins, Professor of Music Education, Troy State University, Troy, Alabama, conducted an all day workshop in January. He specifically stressed the listening aspect of music education. 73 teachers attended this workshop.

A workshop especially for the kindergarten teachers was conducted in March by the project music supervisor. Different approaches to teaching songs and the uses of rhythm instruments were discussed. 13 kindergarten teachers attended this workshop.

In April, Miss Barbara Rustin, State ETV music teacher, conducted a workshop describing the use of the ETV music series in the classroom and how it could be used in conjunction with existing school music classes. This workshop was attended by 35 classroom teachers.

Throughout the year the music staff was called on innumerable times in a consultive role to work with individual teachers.

As stated in the original grant proposal, the purpose of art workshops for classroom teachers is to develop confidence in their abilities, to stimulate and motivate art expression in the classroom when the specialist is not present, and to increase their knowledge in the area of elementary art education - its philosophies and related art experiences and activities.

During the 1968-69 school year three large workshops were scheduled. Their summary and questionnaire data follow.

On September 9th and 10th a two-day, three-session, multimedia workshop was conducted by Polly Culpepper. A total of 83 teachers representing grades K-5 from five school systems attended. Mrs. Culpepper conducts workshops throughout the U. S. representing approximately seven manufacturers as art consultant.

An in-service workshop day was held February 17th for all Dodge County classroom teachers grades K-5. This area involves six elementary schools. The art supervisor, Sandra Harrison, talked about children's art, and through a slide presentation, related local art work with works done by children from various parts of the U. S. The 77 teachers attending became involved in an art experience using chalk, craypas and 12"x18" construction paper. Designs and compositions were created from four large still life setups.

A multi-county (four counties in the Title III project area) elementary art education program was conducted on April 28th by Professor Frank Wachowiak of the University of Georgia Art Department. The 9:00-4:00 session involved 43 classroom teachers from grades 1-5. Prof. Wachowiak, art educator and author, gave a lecture and slide presentation involving children's art work, primarly done under his direction. The art experience related to the use of birds in over-all design composition using craypas and 12"x18" construction paper.

Several small workshops were held by one of the art teacher-consultants in a project elementary school. These involved thirteen teachers, in a kindergarten-first grade session, and a second-third grade session.

Workshop questionnaires were sent to teachers following each session. Results of these questionnaires are included in the statistical section.

The justification for holding continued art education workshops is strongly evidenced by the data on the questionnaire, notably questions no. 1, 3, 4 and 6.

12. To serve as a model program of fine arts education for other isolated rural areas.

The superintendents in the project area have become keenly aware of the beneficial effects music and art can have on the total curriculum. The success of the past year has convinced them of the need for full time music and art personnel. All are now working toward this goal.

There have been numerous inquiries about this Title III Project from rural systems in the state and around the country.

Visitors from Clinch County have come to observe and learn about this program and use whatever ideas might be applicable to their own local situation. Their visits have culminated in the submission of an application for a Title III planning grant. Visitors also came from Baldwin County to observe and learn about the art phase of the project.

13. To develop procedures and techniques for evaluating fine arts education.

Extensive use has been made ofstandardized music tests, demonstrating how they can be effectively used to evaluate some aspects of a music program. These tests have been used on a pre-post; experimental-control basis. Tests of statistical significance have been run on results, thus demonstrating a useful evaluative procedure.

A start was made on developing a means of evaluating a student's affective response to music; this instrument will be used on a pilot basis next year.

An instrument was constructed and piloted this year as a means for evaluating music achievement in the primary grades, K-3. This will be improved and expanded and used on a pre-postest basis next year. The music supervisor is presently serving on a state committee for the revision of the state music curriculum guide. This committee is delineating specific behavorial objectives for each grade level.

Work has been completed on objectives for some grade levels. These will be used on a pilot basis in some of the project schools to determine the strengths, weaknesses, and workability of this guide.

A test developed to evaluate the art program has been described fully in objective 3. This will be paired with a construction test and used on a pre-postest basis next year.

The art supervisor also served on a state committee for revision of the state art curriculum. It is the purpose of this committee to delineate specific art objectives for each grade level.

14. To gain acceptance and financial support from local administrators so that the program will continue after Federal funding has ceased.

The superintendents of all the systems participating in the fine arts program view music and art not simply as a necessity but as something to be desired. They see this program as an extension of their present curricular offerings. It pleases them that the program helps their schools meet the standards established by the Georgia State Department of Education, but they derive even greater satisfaction from knowing that the children in their schools are growing in knowledge and appreciation of music and art. Further evidence of acceptance by the administrators is their willingness to provide some funds for art materials and arrange the school schedules for the teaching of

art and music. Plans, although tentative at present, include the addition of music and art personnel as system-wide specialists who will continue the art and music programs established by the "Cultural Enrichment Project".

On the local level, the superintendent is considering several ways of continuing the fine arts program once federal funding has ceased. It is his intent to continue the entire teaching program with maybe a reduction of the administrative staff. The superintendent, Board of Education and principals have all expressed praise for the program and the quality of personnel connected with it.

There exists little doubt that the program will continue beyond the 1969-70 school year. It is hoped that it will operate as it is presently doing. If this is not possible, the teaching staff will be reduced and the program continued on a smaller scale.

15. To develop elementary music and art programs that meet minimum requirements of the Georgia Standards, State and Regional accrediting agencies, and national music and art education associations.

All children, grades 4-8, in the demonstration area (three elementary schools in Dodge County) receive a minimum of two instructional periods per week in art and music by a specialist. The periods vary in length depending on the school and the grade. Two of the elementary schools operate on a seven period schedule with periods of 50 minute length. Another school operates on a "modular type" schedule with periods ranging in length from 30 minutes to two hours. Grades 4-8 at this school are scheduled for two classes of art per week with each class lasting two hours.

In all three elementary schools children in kindergarten through the third grade receive music and art instruction by a specialist for a minimum of one class period per week.

Children in the participating school systems of Telfair, Wilcox, Bleckley County and Cochran City schools receive art and music instruction from the teacher-consultants (art and music specialists) a minimum of one class period per week. The teacher-consultants work closely with the classroom teachers and leave work to be carried on by the regular teacher until the teacher-consultant's next visit.

The standards for the public schools of Georgia require only that art and music be taught on a regular basis. The program carried on by the "Cultural Enrichment Project" surpasses this standard.

The music curriculum guide for the public schools of Georgia suggests that children in elementary school have a minimum of 100 minutes per week of music instruction. The schools in Dodge County give this much time and more toward music.

The Southern Accrediting Association, of which the Georgia Accrediting Commission is a part, uses the Georgia Music Curriculum Guide as a basis for determining whether the elementary schools in Georgia meet the standards set by that body.

Based on the amount of emphasis now being placed on music and art, the schools in Dodge County meet all minimum requirements of the Georgia Standards, state and regional accrediting agencies and national music and art education associations.

STATISTICAL DATA

MUSIC ACHIEVEMENT TEST

Significance tests for Dodge County, Georgia
Pre-test - September, 1968
Post-test - May, 1969

Combined Grades	N_1	N_2	Pre-Test Mean	Post-Test Mean	Pre-Test S.D.	Post-Test S.D.	df N_1	df N_2	t	P
Test I	657	711	33.13	39.12	7.58	9.17	656	710	13.0217	.001+
Test II	657	711	26.28	27.60	7.35	8.63	656	710	3.1429	.001
By Grades - Test I										
Grade										
Fifth	191	199	37.63	37.59	7.57	7.37	190	198	-.0533	NS
Sixth	125	191	30.35	38.18	5.98	7.85	124	190	10.0385	.001+
Seventh	206	178	30.47	39.73	6.01	8.72	205	177	11.8718	.001+
Eighth	135	143	33.40	41.75	7.86	10.35	134	142	7.1983	.001+
By Grades - Test II										
Grade										
Fifth	191	199	21.76	26.87	4.22	7.75	190	198	8.2419	.001+
Sixth	130	191	25.58	25.60	5.71	6.67	129	190	.0290	NS
Seventh	201	178	27.82	29.11	7.19	10.05	200	177	1.4176	.1
Eighth	130	143	31.23	29.40	8.59	9.45	129	142	-1.663	NS

Significance was determined using the "t" test of significance between means. The following formulas were used in the computations:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}}$$

and

$$t_p = \frac{t_1 \frac{S_1^2}{N_1} + t_2 \frac{S_2^2}{N_2}}{\frac{S_1^2}{N_1} + \frac{S_2^2}{N_2}}$$

Explanation of symbols:

N_1 = Number in pre-test group

N_2 = Number in post-test group

S.D. = Standard Deviation

df = Degrees of freedom

p = Level of confidence (area of rejection when $P > .1$)

NS = Non significant ($P > .1$)

$\bar{X}_1$ = Pre-test mean

$\bar{X}_2$ = Post-test mean

S_1 = Variance of Sample 1

S_2 = variance of sample 2

t_p = value of "t" required for a "p" level of confidence

t_1 = tabled value of "t" for "p" level of confidence with N_1 - 1 df

t_2 = tabled value of "t" for "p" level of confidence with N_2 -1 df

Tables and formulas derived and verified from:

Edwards, Allen L. Statistical Analysis.
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MUSIC WORKSHOP COMPOSITE PERCENTAGES

1968-1969

		YES	NO	NO RES.
1.	Did you benefit from the workshop?	89%	11%	-
2.	Would another type of workshop have been more beneficial to you?	32%	51%	17%
	If yes, please specify what type:			
	a) general materials and resources workshop 17			
	b) instrumental workshop 4			
	c) Choral workshop 9			
	d) orchestral workshop —			
	e) music fundamental workshop 9			
	f) music appreciation workshop 6			
	workshops demonstrating use of:			
	g) recordings 23			
	h) textbooks 10			
	i) rhythm instruments 30			
	j(accompaniment instruments (autoharp, bells, ukelele, etc.) 15			
	k) song flutes 6			
	l) action songs 32			
	m) dances 19			
	n) other:_____			
3.	Was the material covered in the workshop relevant to your needs?	81%	13%	6%
4.	Considering your musical background, was the material covered in the workshop too difficult?	6%	85%	9%

MUSIC WORKSHOP COMPOSITE PERCENTAGES (Cont'd)

1968-1969

	YES	NO	NO)RES.
5. Considering your musical background, was the material covered in the workshop too simple?	6%	81%	13%
6. If given the opportunity, would you participate in more music workshops?	85%	6%	9%
7. Do you have access to the materials demonstrated in the workshop?	43%	53%	4%
8. Did you learn anything in the workshop that you will use in your classroom?	79%	13%	8%

CULTURAL ENRICHMENT PROJECT
STUDENT MUSIC QUESTIONNAIRE - 1968-69

	YES	NO	NO RES.
1. Have you benefited from the music program in your school this year?	81.89%	17.97%	.14%
2. Have you enjoyed the music program in your school this year?	86.69%	13.31%	
3. Would you enjoy hearing more outside musical groups and performances?	91.08%	8.78%	.14%
4. Would you enjoy being involved in musical performances?	55.42%	44.58%	
5. Have you taken private music lessons?	29.90%	69.96%	.14%
6. Would you like to take private music lessons?	51.99%	47.60%	.41%
7. Would you like to play in a band?	51.44%	48.42%	.14%
8. Would you like to play in an orchestra?	26.89%	72.97%	.14%
9. Would you like to sing in a chorus?	52.95%	46.91%	.14%
10. Would you like to learn more about music appreciation?	68.45%	31.28%	.27%
11. Do you feel that your school music classes have helped you in your church, club, or other activities?	70.10%	29.76%	.14%
12. Do you sing in a church choir?	40.05%	59.68%	.27%
13. Do your parents encourage your interest in music?	60.08%	39.51%	.41%
14. Do your parents oppose your interest in music?	22.91%	76.95%	.14%
15. Do either of your parents play an instrument?	21.67%	77.92%	.41%
16. Is there a piano in your home?	31.28%	68.72%	
17. Is there a radio in your home?	95.88%	3.71%	.41%
18. Is there a record player in your home?	85.32%	13.99%	.69%

CULTURAL ENRICHMENT PROJECT
STUDENT MUSIC QUESTIONNAIRE - 1968-69

(Cont'd)

	YES	NO	NO RES.
19. Approximately how many hours per day do you listen to a radio or record player?	2.09 hours		
20. Have you attended concerts other than school concerts this year?	39.37%	60.22%	.41%
21. Have you checked out records or music books this year?	20.58%	78.73%	.69%

These figures are based on 729 students responding to questions pertinent to the music program.

Comparisons between Elementary Schools in Eastman, Georgia
1968-69

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you benefited from the music program in your school this year?	73.66	25.89	.45	84.40	15.60	-	88.35	11.65	-
2. Have you enjoyed the music program in your school this year?	77.68	22.32	-	90.25	9.75	-	91.78	8.22	-
3. Would you enjoy hearing more outside musical groups and performances?	89.29	10.71	-	87.74	11.98	.28	95.20	4.80	-
4. Would you enjoy being involved in musical performances?	41.07	58.93	-	56.55	43.45	-	74.66	25.34	-
5. Have you taken private music lessons?	33.93	66.07	-	34.54	65.46	-	12.33	86.99	.68
6. Would you like to take private music lessons?	45.54	54.01	.45	47.63	52.09	.28	72.60	26.72	.68
7. Would you like to play in a band?	37.95	62.05	-	49.03	50.97	-	78.08	21.24	.68
8. Would you like to play in an orchestra?	23.66	76.34	-	19.78	80.22	-	49.32	50.00	.68
9. Would you like to sing in a chorus?	43.30	56.70	-	49.58	50.14	.28	76.03	23.97	-
10. Would you like to learn more about music appreciation?	58.04	41.96	-	67.69	32.31	-	86.30	12.33	1.37
11. Do you feel that your school music classes have helped you in your church club, or other activities?	55.80	44.20	-	71.87	28.13	-	87.67	11.65	.68
12. Do you sing in a church choir?	31.25	68.75	-	49.03	50.97	-	31.51	67.12	1.37
13. Do your parents encourage your interest in music?	43.30	56.25	.45	58.77	40.67	.56	89.04	10.96	-

Comparisons between Elementary Schools in Eastman, Georgia (Cont'd)
1968-69

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
14. Do your parents oppose your interest in music?	18.75	81.25	-	23.40	76.60	-	28.08	71.24	.68
15. Do either of your parents play an instrument?	14.73	84.82	.45	26.46	73.54	-	20.55	78.08	1.37
16. Is there a piano in your home?	25.45	74.55	-	38.72	61.28	-	21.92	78.08	-
17. Is there A radio in your home?	96.88	2.22	.90	96.94	3.06	-	91.78	7.54	.68
18. Is there a record player in your home?	79.02	18.75	2.23	88.60	11.40	-	86.99	13.01	-
19. Approximately how many hours per day do you listen to a radio or record player?	2.6 hours			1.8 hours			1.86 hours		
20. Have you attended concerts other than school concerts this year?	30.36	69.19	.45	50.97	48.47	.56	24.66	75.34	-
21. Have you checked out records or music books this year?	17.36	80.35	1.79	19.50	80.50	-	27.40	71.92	.68

5th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you benefited from the music program in your school this year?	67%	33%	-	74%	26%	-	100%	-	-
2. Have you enjoyed the music program in your school this year?	70%	30%	-	84%	16%	-	100%	-	-
3. Would you enjoy hearing more out-side musical groups and performances?	89%	11%	-	89%	10%	1%	100%	-	-
4. Would you enjoy being involved in musical performances?	48%	52%	-	53%	47%	-	83%	17%	-
5. Have you taken private music lessons?	43%	57%	-	36%	64%	-	10%	90%	-
6. Would you like to take private music lessons?	48%	52%	-	37%	63%	-	90%	10%	-
7. Would you like to play in a band?	41%	59%	-	35%	65%	-	80%	20%	-
8. Would you like to play in an orchestra?	32%	68%	-	15%	85%	-	60%	40%	-
9. Would you like to sing in a chorus?	48%	52%	-	51%	48%	1%	83%	17%	-
10. Would you like to learn more about music appreciation?	48%	52%	-	56%	44%	-	95%	5%	-
11. Do you feel that your school music classes have helped you in your church, club, or other activities?	51%	49%	-	72%	28%	-	80%	17%	3%
12. Do you sing in a church choir?	27%	73%	-	39%	61%	-	35%	65%	3%
13. Do your parents encourage your interest in music?	51%	49%	-	51%	47%	2%	95%	5%	-

5TH Grade Comparisons for Elementary Schools in Eastman, Ga. (Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
14. Do your parents oppose your interest in music?	27%	73%	-	16%	84%	-	10%	90%	-
15. Do either of your parents play an instrument?	16%	34%	-	19%	81%	-	25%	75%	-
16. Is there a piano in your home?	32%	68%	-	42%	58%	-	28%	72%	-
17. Is there a radio in your home?	92%	6%	2%	99%	1%	-	95%	5%	-
18. Is there a record player in your home?	78%	20%	2%	94%	6%	-	88%	12%	-
19. Approximately how many hours per day do you listen to a radio or record player?	2.22 hours			2.15 hours			1.58 hours		
20. Have you attended concerts other than school concerts this year?	22%	78%	-	36%	64%	-	12%	88%	-
21. Have you checked out records or music books this year?	25%	75%	-	11%	89%	-	23%	77%	-

6th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you benefited from the music program in your school this year?	76%	24%	-	92%	8%	-	89%	11%	-
2. Have you enjoyed the music program in your school this year?	75%	25%	-	96%	4%	-	93%	7%	-
3. Would you enjoy hearing more outside musical groups and performances?	89%	11%	-	90%	10%	-	96%	4%	-
4. Would you enjoy being involved in musical performances?	56%	44%	-	60%	40%	-	80%	20%	-
5. Have you taken private music lessons?	47%	53%	-	29%	71%	-	9%	91%	-
6. Would you like to take private music lessons?	67%	33%	-	56%	46%	-	72%	28%	-
7. Would you like to play in a band?	55%	45%	-	63%	37%	-	80%	20%	-
8. Would you like to play in an orchestra?	29%	71%	-	30%	70%	-	54%	46%	-
9. Would you like to sing in a chorus?	53%	47%	-	58%	42%	-	70%	30%	-
10. Would you like to learn more about music appreciation?	76%	24%	-	75%	25%	-	87%	11%	2%
11. Do you feel that your school music classes have helped you in your church, club, or other activities?	65%	35%	-	73%	27%	-	93%	7%	-
12. Do you sing in a church choir?	33%	67%	-	76%	24%	-	35%	65%	-
13. Do your parents encourage your interest in music?	60%	38%	2%	56%	46%	-	94%	6%	-

6th Grade Comparisons for Elementary Schools in Eastman, Ga. (Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES	YES	NO	NO RES.	YES	NO	NO RES.
14. Do your parents oppose your interest in music?	15%	85%	-	30%	70%	-	31%	67%	2%
15. Do either of your parents play an instrument?	16%	82%	2%	24%	76%	-	20%	80%	-
16. Is there a piano in your home?	18%	82%	-	36%	64%	-	26%	74%	-
17. Is there a radio in your home?	100%	-	-	96%	4%	-	93%	7%	-
18. Is there a record player in your home?	76%	24%	-	88%	12%	-	89%	11%	-
19. Approximately how many hours per day do you listen to a radio or record player?	2 hours			1.73 hours			2 hours		
20. Have you attended concerts other than school concerts this year?	18%	80%	2%	59%	40%	1%	33%	67%	-
21. Have you checked out records or music books this year?	24%	74%	2%	18%	82%	-	39%	61%	-

7th Grade Comparisons for Elementary Schools in Eastman, Ga.

		DODGE			EASTMAN			PEABODY		
		YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1.	Have you benefited from the music program in your school this year?	82%	18%	-	95%	5%	-	79%	21%	-
2.	Have you enjoyed the music program in your school this year?	88%	12%	-	95%	5%	-	85%	15%	-
3.	Would you enjoy hearing more outside musical groups and performances?	88%	12%	-	93%	7%	-	88%	12%	-
4.	Would you enjoy being involved in musical performances?	33%	67%	-	77%	23%	-	63%	37%	-
5.	Have you taken private music lessons?	16%	84%	-	40%	60%	-	17%	81%	2%
6.	Would you like to take private music lessons?	33%	67%	-	67%	32%	1%	60%	38%	2%
7.	Would you like to play in a band?	31%	69%	-	61%	39%	-	75%	23%	2%
8.	Would you like to play in an orchestra?	22%	78%	-	24%	76%	-	37%	61%	2%
9.	Would you like to sing in a chorus?	24%	76%	-	61%	39%	-	77%	23%	-
10.	Would you like to learn more about music appreciation?	63%	37%	-	77%	23%	-	79%	19%	2%
11.	Do you feel that your school music classes have helped you in your church, club, or other activities?	43%	57%	-	81%	19%	-	88%	12%	-
12.	Do you sing in a church choir?	22%	78%	-	59%	31%	-	25%	23%	2%
13.	Do your parents encourage your interest in music?	29%	71%	-	77%	23%	-	79%	21%	-

7th Grade Comparisons for Elementary Schools in Eastman, Ga.
(Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO.	NO RES.
14. Do your parents oppose your interest in music?	20%	80%	-	23%	77%	-	38%	62%	-
15. Do either of your parents play an instrument?	10%	90%	-	33%	67%	-	17%	79%	4%
16. Is there a piano in your home?	24%	76%	-	45%	55%	-	13%	87%	-
17. Is there a radio in your home?	98%	2%	-	97%	3%	-	88%	10%	2%
18. Is there a record player in your home?	80%	18%	2%	85%	15%	-	85%	15%	-
19. Approximately how many hours per day do you listen to a radio or record player?	3.1 hours			1.75 hours			2 hours		
20. Have you attended concerts other than school concerts this year?	61%	39%	-	76%	23%	1%	25%	75%	-
21. Have you checked out records or music books this year?	12%	86%	2%	27%	73%	-	19%	81%	-

8th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you benefited from the music program in your school this year?	72%	26%	2%	79%	21%	-	-	-	-
2. Have you enjoyed the music program in school this year?	81%	19%	-	88%	12%	-	-	-	-
3. Would you enjoy hearing more outside musical groups and performances?	91%	9%	-	91%	9%	-	-	-	-
4. Would you enjoy being involved in musical performances?	26%	74%	-	41%	59%	-	-	-	-
5. Have you taken private music lessons?	26%	74%	-	35%	65%	-	-	-	-
6. Would you like to take private music lessons?	33%	65%	2%	36%	64%	-	-	-	-
7. Would you like to play in a band?	25%	75%	-	40%	60%	-	-	-	-
8. Would you like to play in an orchestra?	11%	89%	-	12%	88%	-	-	-	-
9. Would you like to sing in a chorus?	46%	54%	-	33%	67%	-	-	-	-
10. Would you like to learn more about music appreciation?	47%	53%	-	64%	36%	-	-	-	-
11. Do you feel that your school music classes have helped you in your church, club, or other activities?	46%	54%	-	64%	36%	-	-	-	-
12. Do you sing in a church choir?	42%	58%	-	37%	63%	-	-	-	-

8th Grade Comparisons for Elementary Schools in Eastman, Ga.
(Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
13. Do your parents encourage your interest in music?	32%	68%	-	55%	45%	-	-	-	-
14. Do your parents oppose your interest in music?	12%	88%	-	25%	75%	-	-	-	-
15. Do either of your parents play an instrument?	16%	84%	-	30%	70%	-	-	-	-
16. Is there a piano in your home?	26%	74%	-	34%	66%	-	-	-	-
17. Is there a radio in your home?	98%	-	2%	96%	4%	-	-	-	-
18. Is there a record player in your home?	82%	13%	5%	87%	13%	-	-	-	-
19. Approximately how many hours per day do you listen to a radio or record player?	3 hrs.			1.48 hrs.					
20. Have you attended concerts other than school concerts this year?	25%	75%	-	38%	62%	-	-	-	-
21. Have you checked out records or music books this year?	9%	89%	2%	21%	79%	-	-	-	-

SCORES FOR LOCALLY CONSTRUCTED ART TEST

Possible Score 53

SCHOOL	GRADE	NO. STUDENTS TESTED	MEAN	MEDIAN	MODE	RANGE
DODGE ELEM.	6th	57	24	24	27	10-37
EASTMAN ELEM.	6th	105	16	15	14	0-36
PEABODY	6th	62	13	13	14	0-24
DODGE	7th	55	23	23	22	8-37
EASTMAN	7th	101	20	20	24, 18, 13	5-42
PEABODY	7th	55	15	14	12	5-26

ART WORKSHOP PROGRAM
TITLE III

TEACHER QUESTIONNAIRE

In order to help me with workshop evaluation I would appreciate your filling this out.

	Yes	NO	No Response
1. Was the art workshop beneficial to you?	96%	2%	2%
2. Would another type of workshop have been more beneficial?	12%	63%	25%
3. Was the material covered in the workshop relevant to your needs?	89%	8%	4%
4. Did you find that you can and will apply information gotten to the classroom situation?	84%	10%	6%
5. Considering your knowledge in the field of art, was the material covered: a) too simple 2%, b) too difficult 12%, c) suitable 49%			37%
6. What is your reaction to having a two-day workshop?	76%	14%	10%

CULTURAL ENRICHMENT PROJECT
STUDENT ART QUESTIONNAIRE - 1968-69

	Yes	No	No Response
1. Have you enjoyed the art program in your school this year?	88.8%	11.2%	--
2. Have you benefited from the art program in your school this year?	76.3%	23.6%	.1%
3. Are you presently involved in an art project outside of school?	30.4%	69.5%	.1%
4. Have you completed an art project outside school at any time this year?	36.1%	63.9%	--
5. Have you checked out any art books from the library this year?	27%	73%	--
6. Have you ever been to an art museum?	35.1%	64.6%	.3%
7. Do you enjoy seeing art works displayed in your school?	89.5%	10.3%	.2%
8. Have you seen an art exhibit besides the ones that have been up at school?	57.4%	42.5%	.1%
9. Do your parents encourage your participation in art activities?	51.7%	48.2%	.1%
10. Have you ever had lessons in art outside of school?	27.2%	72.6%	.2%
11. Would you be interested in having private art lessons?	53.7%	45.9%	.4%
12. Would you like to have more lectures and talks in art?	52.5%	47.3%	.2%
13. Do you use your art in other subject areas at school?	77.2%	22.4%	.4%
14. Are you pleased with your art work?	60.7%	38.8%	.5%
15. Does any member of your family paint, draw, weave, or any other type of art work?	46.6%	53.1%	.3%
16. Would you like to get a grade in art?	54.6%	43.3%	2.1%

These figures are based on 789 students responding to questions pertinent to the art program.

5th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you enjoyed the art program in your school this year?	85%	15%	--	99%	1%	--	100%	-	-
2. Have you benefited from the art program in your school this year?	75%	25%	--	88%	12%	--	100%	-	-
3. Are you presently involved in an art project outside of school?	23%	77%	--	63%	37%	--	88%	12%	--
4. Have you completed an art project outside school at any time this year?	28%	72%	--	49%	51%	--	47%	53%	--
5. Have you checked out any art books from the library this year?	16%	84%	--	30%	70%	--	19%	81%	--
6. Have you ever been to an art museum?	21%	79%	--	39%	61%	--	23%	77%	--
7. Do you enjoy seeing art works displayed in your school?	86%	14%	--	97%	3%	--	95%	5%	--
8. Have you seen an art exhibit besides the ones that have been up at school?	34%	66%	--	82%	18%	--	53%	47%	--
9. Do your parents encourage your participation in art activities?=	58%	42%	--	57%	43%	--	86%	14%	--
10. Have you ever had lessons in art outside of school?	14%	86%	--	33%	67%	--	37%	63%	--
11. Would you be interested in having private art lessons?	64%	36%	--	57%	43%	--	88%	12%	--
12. Would you like to have more lectures and talks in art?	53%	47%	--	62%	38%	--	93%	7%	--

5th Grade Comparisons for Elementary Schools in Eastman, Ga.
(Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
13. Do you use your art in other subject areas at school?	84%	16%	--	90%	10%	--	72%	18%	--
14. Are you pleased with your art work?	66%	34%	--	63%	37%	--	95%	5%	--
15. Does any member of your family paint, draw, weave, or do any other type of art work?	37%	63%	--	55%	45%	--	53%	45%	2%
16. Would you like to get a grade in art?	47%	53%	--	68%	32%	--	86%	12%	2%

6th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you enjoyed the art program in your school this year?	98%	2%	--	86%	14%	--	86%	14%	--
2. Have you benefited from the art program in your school this year?	90%	10%	--	71%	29%	--	92%	8%	--
3. Are you presently involved in an art project outside of school?	17%	83%	--	38%	62%	--	42%	58%	--
4. Have you completed an art project outside school at any time this year?	29%	71%	--	46%	54%	--	56%	44%	--
5. Have you checked out any art books from the library this year?	33%	67%	--	35%	65%	--	44%	56%	--
6. Have you ever been to an art museum?	31%	69%	--	20%	80%	--	56%	42%	2%
7. Do you enjoy seeing art works displayed in your school?	90%	10%	--	93%	7%	--	95%	5%	--
8. Have you seen an art exhibit besides the ones that have been up at school?	50%	50%	--	53%	47%	--	47%	53%	--
9. Do your parents encourage your participation in art activities?	55%	45%	--	48%	52%	--	66%	34%	--
10. Have you ever had lessons in art outside of school?	21%	79%	--	48%	52%	--	44%	56%	--
11. Would you be interested in having private art lessons?	69%	31%	--	58%	42%	--	75%	23%	2%
12. Would you like to have more lectures and talks in art?	57%	43%	--	52%	48%	--	78%	20%	2%

6th Grade Comparisons for Elementary Schools in Eastman, Ga.
(Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
13. Do you use your art in other subject areas at school?	72%	28%	--	85%	15%	--	78%	19%	3%
14. Are you pleased with your art work?	66%	34%	--	59%	41%	--	86%	14%	--
15. Does any member of your family paint draw, weave or do any other type of art work?	48%	52%	--	32%	68%	--	42%	56%	2%
16. Would you like to get a grade in art?	53%	41%	6%	56%	44%	--	69%	19%	12%

7th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you enjoyed the art program in your school this year?	98%	2%	--	87%	13%	--	79%	21%	--
2. Have you benefited from the art program in your school this year?	88%	12%	--	85%	15%	--	25%	73%	2%
3. Are you presently involved in an art program outside of school?	20%	80%	--	32%	68%	--	9%	91%	--
4. Have you completed an art project outside school at any time this year?	33%	67%	--	37%	63%	--	32%	68%	--
5. Have you checked out any art books from the library this year?	29%	71%	--	33%	67%	--	39%	61%	--
6. Have you ever been to an art museum?	88%	12%	--	26%	74%	--	50%	48%	2%
7. Do you enjoy seeing art works displayed in your school?	90%	10%	--	79%	21%	--	89%	9%	2%
8. Have you seen an art exhibit besides the ones that have been up at school?	82%	18%	--	65%	35%	--	70%	28%	2%
9. Do your parents encourage your participation in art activities?	39%	61%	--	45%	55%	--	72%	28%	--
10. Have you ever had lessons in art outside of school?	16%	84%	--	20%	80%	--	32%	66%	2%
11. Would you be interested in having private art lessons?	41%	59%	--	51%	49%	--	59%	37%	4%
12. Would you like to have more lectures and talks in art?	55%	45%	--	43%	57%	--	73%	27%	--

7th Grade Comparisons for Elementary Schools in Eastman, Ga.
(Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
13. Do you use your art in other subject areas at school?	84%	16%	--	86%	14%	--	71%	27%	2%
14. Are you pleased with your art work?	71%	29%	--	54%	45%	1%	75¢	23%	2%
15. Does any member of your family paint, draw, weave, or do any other type of art work?	31%	69%	--	55%	45%	--	66%	34%	--
16. Would you like to get a grade in art?	63%	37%	--	46%	54%	--	77%	16%	7%

8th Grade Comparisons for Elementary Schools in Eastman, Ga.

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
1. Have you enjoyed the art program in your school this year?	84%	16%	--	82%	18%	--	--	--	--
2. Have you benefited from the art program in your school this year?	66%	34%	--	65%	35%	--	--	--	--
3. Are you presently involved in an art project outside of school?	--	100%	--	6%	93%	1%	--	--	--
4. Have you completed an art project outside school at any time this year?	10%	90%	--	25%	75%	--	--	--	--
5. Have you checked out any art books from the library this year?	5%	95%	--	14%	86%	--	--	--	--
6. Have you ever been to an art museum?	31%	69%	--	29%	71%	--	--	--	--
7. Do you enjoy seeing art works displayed in your school?	83%	17%	--	89%	11%	--	--	--	--
8. Have you seen an art exhibit besides the ones that have been up at school?	47%	53%	--	48%	52%	--	--	--	--
9. Do your parents encourage your participation in art activities?	28%	72%	--	36%	63%	1%	--	--	--
10. Have you ever had lessons in art outside of school?	3%	97%	--	23%	77%	--	--	--	--
11. Would you be interested in having private art lessons?	22%	78%	--	27%	73%	--	--	--	--

8th Grade Comparisons for Elementary Schools in Eastman, Ga.

(Cont'd)

	DODGE			EASTMAN			PEABODY		
	YES	NO	NO RES.	YES	NO	NO RES.	YES	NO	NO RES.
12. Would you like to have more lectures and talks in art?	21%	79%	--	23%	77%	--	--	--	--
13. Do you use your art in other subject areas at school?	52%	48%	--	63%	37%	--	--	--	--
14. Are you pleased with your art work?	48%	52%	--	25%	74%	1%	--	--	--
15. Does any member of your family paint, draw, weave, or do any other type of art work?	30%	70%	--	49%	51%	--	--	--	--
16. Would you like to get a grade in art?	28%	72%	--	32%	67%	1%	--	--	--